USC Marshall
School of Business

LIM500: Fundamentals of Library and Information Science
Summer 2019
3 Units
This class will meet Thursdays at 6 pm PT (subject to change).
Please see the Live Session Information page in Moodle for exact dates and/or updates.
Mandatory Live Sessions will not conflict with each other.

Instructor: *Christopher Stewart, EdD*
Office: *Remote*
Office Hours: *By appointment (email to schedule a virtual appointment)*
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COURSE DESCRIPTION

This course provides an overview of the history of libraries and librarianship and connects the history to the current and future engagement of the profession with information, the communities of users, other library and information professionals, and society through an examination of library scholarly and professional research. It explores the current roles, competencies, values, and ethical considerations that continue to differentiate the profession and the current and future issues and opportunities in the ever- changing landscape of information and those that use it. It is the foundation and introduction to the core competencies associated with the profession, the services provided by library and information professionals, and the role of librarians and information professionals, all of which will be investigated in more depth in subsequent courses. The intent of the course is to build a foundation that provides the critical knowledge of the distinct characteristics associated with libraries and information organizations that is necessary for the effective management and leadership in these organizations.

COURSE OBJECTIVES

At the end of this course you will be able to:

1. Explain the relationship between the history of libraries, librarianship and library organizations and their relevance to the current and future information profession.
2. Identify and differentiate the types of libraries, their funding, organization, government structure, clients, collections, and services.
3. Differentiate the unique roles and competencies of information professionals and integrate these with the challenges and opportunities presented in the current and future information society.

4. Identify the values and ethics inherent in the library information profession and be able to evaluate and apply these as a leader in managerial decision making in different information organization and library contexts.
5. Explain the traditional role and relationship of the profession to information; literacy, policy, democratization, and to related societal values. Assess, critique and argue whether or how globalization, diversity, the economic environment, and the changing technological world have affected the interaction.
6. Using scholarly and professional research, identify current and future opportunities and challenges. Assess the potential implications for the profession and libraries and information organizations from a management context, synthesizing and incorporating relevant elements of history, roles, ethics, and values.
7. Identify library research and explain its relevance and importance to libraries, the profession, and society.

COURSE MATERIALS

Books:

- Haycock, K., & Romaniuk, Mary-Jo (2017). The portable MLIS: insights from the experts.
- Westport, Conn.: Libraries Unlimited. ISBN: 9781440852039
- This item is available in print and in e-format (Kindle)
- Lerner, F. (2009). *Story of libraries: From the invention of writing to the computer age* (2nd ed.). NY: Continuum International Publishing Group Inc. ISBN: 9780826429902

E-Reserves:

Articles in the reading list are available on ARES. To access ARES, follow these instructions:

1. Log onto ARES at reserves.usc.edu using your USC NetID and USC password.
2. Click on **Search Course** under **Student Tools** on the left hand side column.
3. Click on **Search by Instructor** and select the instructor name from the pull down menu and click on **Go**.
4. Click on the green plus sign of the course needed in order to add the course to your student profile.

Once the course has been added to your ARES profile the class will be on your main ARES

page and you will have access to the readings until the last day of the semester.

PREREQUISITES AND/OR RECOMMENDED PREPARATION

The course is available to students enrolled in the MMLIS program. As an introductory course, it is a pre-requisite for most other courses in the MMLIS program.

COURSE NOTES

Contact Hours for this course are:

Synchronous (60 minutes weekly): Live lectures, debates, Q&A's.

Asynchronous (90 minutes weekly): discussion forums, blogs, offline collaboration

This course is delivered strictly online. All class information, content, lectures, interactions with me and other students, assignments and other course requirements will be completed online using the course management system in *Moodle*.

For questions that are course related only, the Discussion Board in "Faculty Office" is the venue to submit the inquiry in order for all students to have the benefit from the communication exchange. Any e-mail that is sent regarding the course must include "**LIM500**" in the subject line. If you would like to converse by Zoom or SKYPE send an e-mail to me and we will schedule a time that is mutually beneficial.

If there is a personal emergency, please contact professor by e-mail explaining the special situation or needs. If there is a suggested solution to the situation or special needs at that time, we can then work on solutions together.

In order for open communication to occur, the discussion forums on the Discussion Board should be used as the **primary** means of communication. Given the important role of communication in instructional quality, I will respond to course-related e-mail within 24 business hours.

Students should contact me via email if they wish to arrange a virtual appointment through Skype or Zoom.

To complete the assignments and participate fully in the class students must be familiar with *Moodle*. Students must be able to navigate WIKIS and BLOGS.

GRADING

GRADING POLICIES:

Grading policies and practices for the University are described below.

A Work of **excellent** quality; represents **Exceptional** work; a grade of "A" will be assigned for outstanding work only.

B Work of **good** quality; represents **Good** work; a grade of "B" clearly meets the standards for graduate level work.

C Work of **fair** quality; represents **Adequate** work; a grade of "C" counts for credit for the course, **minimum passing for graduate credit** (except in 591A, B, C, D, E where a B is required).

C minus **Failing** grade for **graduate credit**

The MMLIS program adheres strictly to the grading standards of the University and the Marshall School of Business. An explanation of the USC grading system can be found in the USC Catalogue. The following grade ranges are used to determine a passing grade:

Grade	Range	Points
A	94.0% or higher	4.0
A-	90.0%-93.9%	3.7
B+	87.0%-89.9%	3.3
B	84.0%-86.9%	3.0
B-	80.0%-83.9%	2.7
C+	77.0%-79.9%	2.3
C	74.0%-76.9%	2.0
C-	70.0%-73.9%	1.7
D	60.0%-69.9%	1.0
F	59.9% or lower	0.0

A minimum grade of C (2.0) is required in a course taken for graduate credit. However, in order to receive an MMLIS degree, a minimum grade point average of 3.0 is required. This standard guarantees the quality of the USC MMLIS degree.

Because of the quality of our participants and the close attention given to them, a very high percentage of MMLIS participants pass all courses with C or better grades and obtain a grade point average above 3.0.

ASSIGNMENTS AND GRADING DETAIL:

Assignments	Points	% of Grade
Discussions and Participation (9 graded Discussions, Week 08 Mentoring Center Assignment)	18 (each)	20%
Assignments (3)	50 or 100	50%
Team Assignments (6)	50 or 60	30%
Total		100%

ASSIGNMENTS AND GRADING DETAIL

Discussions and Participation

Each student is to participate in a weekly discussion forum that is based on the topic of the

week. Participation component (Week 08 Mentoring Center Assignment):

Next semester you will have the opportunity to work with a mentor for the remainder of your MMLIS program. In order to be able to accomplish this, you will submit to the course the following five pieces of information in order to gain entry into the MMLIS Mentoring Center:

1. Profile Picture
2. Short Biographical Description
    a. Description of the type of mentoring relationship that interests you. (One example could include an interest in finding a mentor who possesses a career you're interested in pursuing.)
3. Linked-In Site (please be sure that this link leads directly to your bio on Linked-In)
4. Email address

Assignment: Historical Figures (Individual assignment)

Students will select a historical figure from the list provided and prepare a paper that provides an overview of the individual and his/her contribution to or influence on library science and the importance of the contribution to library and information science. The paper will have a 2-page limit, excluding title page and references, and should have no less than four in-text citations included in the reference lists.

Assignment: Interview a Library Leader (Team and individual components)

Working as a team, compile interviews of leaders from each of the major types of libraries. The purpose of the assignment is to develop an understanding of the attributes of each type of library and differences between types of libraries.

Step I
Week 02 Assignment 01: Library Leader Interview Sign up - Step I

Please complete questions located within the course related to which library leader you propose to interview as part of your Library Leader Interview Team Project. Remember to consult with your group before deciding on which type of library leader to interview with. Each group must have all library leader types represented to earn full credit. See comprehensive directions within the online course.

Step II
Week 03 Discussion 02: Library Leader Interview Sign up - Step II

Team representative will post the interviewee names for each member of your group. See comprehensive directions within the online course

Part I
Week 04 Assignment 01: Interview a Library Leader Part I

On completion of the interview, each individual is required to summarize the results of the interview ensuring that all the relevant questions have responses. Each individual must also compare what they found from the interview to what they had expected to find based on the lecture and readings. The results of this comparative assessment should be presented following the summary of the interview. Please consult the individual assignment rubric (PDF) as you prepare your results. See comprehensive directions within the online course.

Part II
Week 05 Assignment 01: Interview a Library Leader – Part II (Team Synthesis)

As a team, students will review all of the library leader interviews and comparative assessments done by their team members. Team members will compare and contrast the findings from each interview in order to see what the key similarities and differences are among the types of libraries and create a summary of the findings. One member from each team will post the team's summary as the Library Interview Synthesis assignment. Length: 4-6 pages (you may exceed six pages if necessary). APA-format required. All team members must submit an evaluation form for each of their team members to the Week 05 Evaluation Form page. See comprehensive directions within the online course.

Assignment: Values and Ethics (Team assignment)
Week 02 Assignment 01: Values and Ethics

Each team will be required to analyze and respond to two of the four cases provided. As a team, students will review the case selected and a case assigned by the instructor. Students will analyze the ethical or values based dilemma, discuss potential solutions and outcomes and then determine the most appropriate solution or course of action. Each team will prepare a response that discusses the issues in the case, the options, the ethical or values statements that apply and make a recommendation for action based on the discussion. All team members must submit an evaluation form for each of their team members. Include your references. See comprehensive directions within the online course.

Assignment: Critical Analysis (Team assignment)
Week 10 Assignment 01: Critical Analysis Paper Information Policy

Students will provide a critical assessment of two selective Information Policy aspects as to how they affect the profession, in particular how they affect the traditional role of librarians and the specific duties or tasks that they undertake in collecting/acquiring materials, organizing and classifying information resources, retrieving, providing access or preserving materials or in education and in improving the information literacy of their clients and society as a whole. The assessment should include citations and a reference list to relevant supporting works and be presented in a well-constructed paper of not more than 1250 words. All team members must submit an evaluation form for each of their team members. See comprehensive directions within the online course.

Assignment: Issues, Trends, and Globalization Paper (Individual assignment)

Students will create an essay of no more than 2000 words on a current issue or trend (cultural, educational, industry, societal, economic, etc.). The essay must include a discussion as to why the issue or trend is important to librarianship, including how it is currently affecting librarianship and how it will affect librarianship and library organizations in the future. The paper should include an

introduction that explains the issue or trend, what students intend to demonstrate in the paper and how they intend to do so. Students should include a section that reviews some of the pertinent literature relating to the issue or trend. The paper should also clearly articulate student positions, viewpoints and assessments of the information in the literature review so as to advance the argument or assertion. The paper should have a succinct conclusion that summarizes the findings from the literature and the argument/assertion. In-text citations and a reference list (minimum of 8 references required) must be provided. APA formatting.

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

ASSIGNMENT SUBMISSION POLICY

Assignments must be turned in on the due date/time electronically via Moodle. Any assignment turned in late will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade).

FORMATTING GUIDELINES FOR ALL WRITTEN WORK

- Documents should be submitted in either .doc, .docx, or .rtf format. No file formats such as .pdf will be accepted.
- Within paragraphs, it may be appropriate, to use bullets to summarize a point, but be sure there is explanatory text associated with each bulleted item. Don't just make lists.
- Assignments should adhere to APA format 6th ed.
- Work should be free of typos and spelling errors.
- If there is not a page requirement listed in the assignment instructions, this means that there is none. The amount of pages you include is your option.
- Assignments must be delivered as specified in the assignment instructions and may not be submitted by email to the instructor.

As graduate students you are expected to communicate effectively in writing, using proper grammar, diction, punctuation and spelling. Written reports will be graded on how effectively you communicate your ideas. Clarity of expression, organization, and proper adherence to the standards established in the APA style manual are essential.

EVALUATION OF YOUR WORK

Discussion Board Postings are not only required but, are opportunities to demonstrate what you have learned, interaction with me and other students and an evaluation of your progress in fulfilling learning objectives. Assignments are check points over the duration of the course where you are required to demonstrate what you have learned. I will provide an evaluation of your progress in fulfilling the assignment requirements and associated learning objectives and provide you with feedback. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you believe that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, send me a memo, via email, in which you request that I re-evaluate the assignment. Attach both the memo and the original assignment to the email. In the memo be sure to explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

STUDENT/PARTICIPANT RELEASE FOR AUDIO RECORDING AND AUDIO-VISUAL RECORDINGS AND STUDENT/PARTICIPANT NON-DISTRIBUTION AGREEMENT

Audio recording and/or audio-visual recording ("Recording") of your participation and/or presence for this course at the USC Marshall School of Business via course media platforms are for course purposes only. Recordings are restricted to and should only be shared with course participants and the instructor.

SESSIONS AND DAYS OF THE WEEK

Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session. Assignments are due no later than 11:59 p.m. in Pacific Time (PT) on the day that is stated in the assignment.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	**Thursday**	**Friday**	**Saturday**	**Sunday**	**Monday**	**Tuesday**

LIVE SESSIONS

Live Sessions will be held using Zoom or Adobe Connect. If you cannot attend a session, it will be recorded and archived for you to view later. These are archived in the General section of the Moodle course space under Archive on the Live Session Information discussion board page. However, any quizzes and/or in-class assignments are only administered and taken during the live class session. It is

important that you check the Live Session Information page regularly for Live Session schedules and recordings.

ADD/DROP PROCESS

Courses may be added until **May 21, 2019**. After registering, it is the student's responsibility to officially drop from a course if he or she decides not to continue in a course. All such changes must be processed by Web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points. A student may drop a course without academic or financial penalty up until **May 21, 2019**. If the course is dropped after **May 21, 2019** and before **June 18, 2019**, the course does not appear on the academic transcript, but the course tuition and fees will be assessed to the student's account. If the course is dropped after **June 18, 2019**, it will be recorded with a mark of "W." No course may be dropped after **July 23, 2019**. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

TECHNOLOGY REQUIREMENTS

All students must have access to a computer with the below requirements, which will allow you to participate in class meetings and utilize Adobe Connect. Please note that it is essential to use headphones during online class meetings in order to avoid a disruptive audio feedback loop. To verify that you have the appropriate hardware and software, please log in to the course to launch the Browser Test Page.

TECHNICAL SUPPORT

The Help Desk is available to provide assistance 24 hours a day, every day. This assistance is restricted primarily to problems with the course delivery platform. Contact the Help Desk to resolve problems that you believe are not associated with the hardware and software you have purchased from a vendor. Examples include being unable to view multimedia files or view responses to comments you have posted in the discussion area. If you are not sure whether the problem is due to your computer system, contact the Help Desk for guidance; otherwise, contact the vendor. To talk to a live technical support agent, please call: 877-807-8557 or visit our Support Website.
In the event of technical breakdowns, students will receive detailed instructions of how to deliver coursework, depending on the current task (for example, students might deliver work using a mail carrier, or in-person delivery, etc.).

Further, we recommend:

Projects, classwork, etc. – backup work frequently, save files to a backup drive or to an online storage application, email files to oneself, and keep a hard copy of papers/projects.

MAINTAINING STANDARDS OF APPROPRIATE ONLINE BEHAVIOR

Information Technology Services publishes “Policies Regarding Student Use of Computing Resources at USC.” This document can be accessed at University Information Technology

Policies. The protocols defined by the USC Student Conduct Code must be upheld in online classes.

The following are strictly prohibited:

- Posting inappropriate material
- SPAM to the class
- Online flaming (hostile and insulting interaction between Internet users)
- Offensive language

For more information, please visit USC Student Judicial Affairs and Community Standards page.

THE IMPORTANCE OF COURSE EVALUATIONS

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information website will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards." Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct.

Support Systems:

Student Health Counseling Services (SCS) - *(213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - *1-800-273-8255 – 24/7 on call*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship & Sexual Violence Prevention Services (RSVP) - *(213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)/Title IX compliance – *(213) 740-5086*

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender

expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Title IX Reporting Options

The Office of Disability Services and Programs - *(213) 740-0776*
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the

Office of Disability Services and Programs. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.

Diversity at USC –
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety – Non-Emergency: UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
Provides overall safety to USC community.

COURSE OUTLINE AND ASSIGNMENTS

Week	Topics	Readings/Live Sessions/Assessments	Due Dates
Week 01 May 01 - May 07	History of Libraries and Librarianship	**Readings** • Haycock, Ken and & Romaniuk, Mary-Jo (2018). The portable MLIS: Insights from the experts, Libraries Unlimited. [Preface, Chapter 1] • Lerner, F. (2009). The story of libraries (2nd ed.). NY: Continuum International Publishing Group Inc. [Chapters 7, 12.] • Rubin, R. (2016). From Past to Present: The History and Mission of Libraries. In Foundations of Library and Information Science [4th ed., pp. 31-81]. New York: Neal-Schuman. On electronic reserve	N/A
		Live Session	Please check the Live Session Information in the General Section to determine if there is a Live Session this week
		Assessments	
		Week 01 Assignment 01: Mentoring Center	Day 07
		Week 01 Discussion 01: Introduction and Biography	Initial Post: Week 01, Day 05 Response: Week 01, Day 07
		Week 01 Discussion 02: Team Ground Rules	Week 01, Day 07
		Week 01: Historical Figures Paper Sign Up	Week 02, Day 01
		Week 01 Checkpoint 01: Historical Figures	Week 02, Day 07
Week 02 May 08 - May 14	Core Values of the Profession	**Readings** • Haycock, Ken and Romaniuk, Mary-Jo (2017). The portable MLIS: Insights from the experts, Libraries	N/A

Week	Topics	Readings/Live Sessions/Assessments	Due Dates
		Unlimited. [Chapters 2 and 3. Appendices A, B, and C.] • American Library Association. Core Values of Librarianship • The International Federation of Library Associations and Institutions (IFLA), (2012). IFLA code of ethics for librarians and other information workers. • Instructor Blog **Live Session** **Assessments** Week 02 Discussion 01: Values and Ethics Case Study Sign Up Week 02 Assignment 01: Library Leader Interview Sign up - Step I Week 02 Assignment 02: Historical Figures Week 02 Assignment 03: Values and Ethics	Please check the Live Session Information in the General Section to determine if there is a Live Session this week Week 02, Day 01 Week 07, Day 02 Week 02, Day 07 Week 03, Day 07
Week 03 May 15 - May 21	Core Competencies of the Profession	**Readings** • American Library Association: Core Competencies of Librarianship • Lerner, F. (2009). The story of libraries (2nd ed.). NY: Continuum International Publishing Group Inc. [Chapter 14]. On *electronic reserve* • American Library Association: Competency Statements (select one for your Week 3 discussion) **Live Session**	N/A Please check the Live Session Information in the General Section to determine if there is a Live Session this week

Week	Topics	Readings/Live Sessions/Assessments	Due Dates
		Assessments Week 03 Discussion 01: The New Information Professional/Librarian - Competencies Week 03 Discussion 02: Library Leader Interview Sign up - Step II Week 02 Assignment 03: Values and Ethics	 Initial Post: Week 03, Day 05 Response: Week 03, Day 07 Week 03, Day 03 Week 03, Day 07
Week 04 May 22 - May 28	A Management Perspective	Readings • Haycock, Ken and Romaniuk, Mary-Jo (2017). The portable MLIS: Insights from the experts, Libraries Unlimited. [Chapters 8, 9] **Live Session** **Assessments** Week 04 Assignment 01: Interview a Library Leader - Part I	N/A Please check the Live Session Information in the General Section to determine if there is a Live Session this week Week 04, Day 03
Week 05 May 29 - June 04	Information Science - An Overview of Concepts	**Readings** • Rubin, R. (2016). Information Science: A Service Perspective. In *Foundations of Library and Information Science* (4th ed., pp. 372, 387–396). New York: Neal-Schuman. (On electronic reserve.) • Bates, M. J. (2006). Fundamental Forms of Information. *Journal of the American Society for Information Science & Technology*, 57(8), 1033–1045. https://doi.org/10.1002/asi.20369 • Lerner, F. (2009). The story of libraries (2nd ed.). NY: Continuum International Publishing Group Inc. [Chapter 14] **Live Session**	N/A Please check the Live Session

Week	Topics	Readings/Live Sessions/Assessments	Due Dates
			Information in the General Section to determine if there is a Live Session this week
		Assessments Week 05 Discussion 01: What is Information	Initial Post: Week 05, Day 05 Response: Week 05, Day 07
		Week 05 Assignment 01: Interview a Library Leader – Part II (Team Synthesis)	Week 05, Day 03
Week 06 June 05 - June 11	The Professional Librarian - Differentiating Roles and Competencies	**Readings** • Haycock, Ken and Romaniuk, Mary-Jo (2017). The portable MLIS: Insights from the experts, Libraries Unlimited. [Chapters 11, 12, and 13]	N/A
		Live Session	Please check the Live Session Information in the General Section to determine if there is a Live Session this week
		Assessment Week 06 Evaluation Form	Week 06, Day 03
Week 07 June 12 - June 18	The Professional Librarian - Differentiating Roles and Competencies Continued	**Readings** • Haycock, Ken and Romaniuk, Mary-Jo (2018). The Portable MLIS: Insights from the Experts, Libraries Unlimited. [Chapter 11] • Breeding, M. (2012). From Disaster Recovery to Digital Preservation. Computers In Libraries, 32(4), 22-25. • Instructor Blog	N/A
		Live Session	Please check the Live Session Information in the General Section to determine if there is a Live Session this week

Week	Topics	Readings/Live Sessions/Assessments	Due Dates
		Assessment Week 07 Discussion 01: Collections, Organization, Retrieval and Preservation	Initial Post: Week 07, Day 05 Response: Week 07, Day 07
Week 08 June 19 - June 25	The Professional Librarian - Special Librarianship and the Profession - Information Ethics	**Readings** • Catts, R. (2012). Indicators of adult information literacy. Journal of Information Literacy, 6(2), 4-18. • Fischer, K., Erdelez, S., & McKechnie, L. (Eds.). (2009). Berrypicking. In Theories of Information Behavior (pp. 58–62). Medford, NJ: Information Today, Inc. • Fischer, K., Erdelez, S., & McKechnie, L. (Eds.). (2009). Dervin's Sense-Making. In Theories of Information Behavior (pp. 113–117). Medford, NJ: Information Today, Inc. • Rubin, R. (2016). Information Science: A Service Perspective. In Foundations of Library and Information Science (4th ed., pp. 373–385,). New York: Neal-Schuman. (On electronic reserve.) • Instructor Blog **Live Session** **Assessment** Week 08 Discussion 01: Information Literacy	N/A Please check the Live Session Information in the General Section to determine if there is a Live Session this week Initial Post: Week 08, Day 05 Response: Week 08, Day 07
Week 09 June 26 - July 02	The Professional Librarian -	**Readings** • Haycock, Ken and Romaniuk, Mary-Jo (2017). The portable MLIS:	N/A

Week	Topics	Readings/Live Sessions/Assessments	Due Dates
	Library Evaluation and Assessment: The Use in Decision-Making, Advocacy, and Influence	Insights from the experts, Libraries Unlimited. [Chapters 15 and 17]. • Buss, S. P. (2016). Do We Still Need Reference Services in the Age of Google and Wikipedia? Reference Librarian, 57(4), 265–271. • Wilkins Jordan, M. (2014). Reference Desks in Public Libraries: What Happens and What to Know. Reference Librarian, 55(3), 196–211 • Instructor Blog **Live Session** **Assessment** Week 09 Discussion 01: The Future of Reference Services	Please check the Live Session Information in the General Section to determine if there is a Live Session this week Initial Post: Week 09, Day 05 Response: Week 09, Day 07
Week 10 July 03 - July 09	The Profession - Values and Ethics	**Readings** • Lankes, R. D. (2011). The Atlas of New Librarianship, MIT Press. [p. 86-95, 117 -130] • Notes on Instructor Provided Document (PDF) • Instructor Provided Document - The Vast World of Information Policy (PDF) **Live Session** **Assessments** Week 10 Evaluation Form Week 10 Assignment 01: Critical Analysis Paper Information Policy	N/A Please check the Live Session Information in the General Section to determine if there is a Live Session this week Week 10, Day 07 Week 11, Day 07

Week	Topics	Readings/Live Sessions/Assessments	Due Dates
Week 11 July 10 - July 16	The Profession - Information Policy	**Readings** • Lankes, R. D. (2011). The Atlas of New Librarianship, MIT Press. [p. 86-95] • Notes on Instructor Provided Document (PDF) • Instructor Provided Document - The Vast World of Information Policy (PDF) **Live Session** **Assessments** Week 10 Assignment 01: Critical Analysis Paper Information Policy Week 11 Evaluation Form	N/A Please check the Live Session Information in the General Section to determine if there is a Live Session this week Week 11, Day 07 Week 12, Day 03
Week 12 July 17 - July 23	The Profession - Information Seeking and Information Literacy	**Readings** • Haycock, Ken and Romaniuk, Mary-Jo (2017). [Chapters 18 and 19.] • Luther, M. (2016). Total Library Assessment. Journal of Library Administration, 56(2), 158–170. **Live Session** **Assessments** Week 11 Evaluation Form Week 12 Discussion 01: Innovation in Libraries Week 12 Assignment 01: Innovation in Libraries Week 12 Checkpoint 01: Issues, Trends, and Globalization Paper	N/A Please check the Live Session Information in the General Section to determine if there is a Live Session this week Week 12, Day 03 Week 12, Day 07 Week 14, Day 07 Week 15, Day 07

Week	Topics	Readings/Live Sessions/Assessments	Due Dates
Week 13 July 24 - July 30	The Profession - Intellectual Freedom, Human Rights, and Democracy	**Readings** • Haycock, Ken and Romaniuk, Mary-Jo (2017). [Chapter 10.] • Haycock, K. (2011). Advocacy revisited: Newer insights based on research and evidence (PDF). The Seventh Follett Lecture, Graduate School of Library and Information Science. Retrieved from http://www.worlib.org/vol19no1-2/haycockprint_v19n1-2.shtml. **Live Session** **Assessments** Week 13 Discussion 01: Evaluation, Marketing & Advocacy Mini Case Week 13 Checkpoint: Issues Trends and Globalization Paper	N/A Please check the Live Session Information in the General Section to determine if there is a Live Session this week Initial Post: Week 13, Day 05 Response: Week 13, Day 07 Week 15, Day 07
Week 14 July 31 - August 06	Current and Future Opportunities and Challenges - Social Media, the Digital Environment, and Privacy	**Readings** • Haycock, Ken and Romaniuk, Mary-Jo (2017). The portable MLIS: Insights from the experts, Libraries Unlimited. [Chapters 7, 21; Appendix E, H, and K] • Instructor Blog **Live Session** **Assessments** Week 14 Discussion 01: Associations	N/A Please check the Live Session Information in the General Section to determine if there is a Live Session this week Initial Post: Week 14, Day 02 No Response Post Required

Week	Topics	Readings/Live Sessions/Assessments	Due Dates
Week 15 August 07 - August 13	Trends and Issues in a Global Society	**Readings** • Haycock, Ken and Romaniuk, Mary-Jo (2017). The portable MLIS: Insights from the experts, Libraries Unlimited. [Chapter 20]	N/A
		Live Session	Please check the Live Session Information in the General Section to determine if there is a Live Session this week
		Assessments	
		Week 13 Checkpoint: Issues Trends and Globalization Paper	Week 15, Day 07
		Week 15 Assignment 01: Issues, Trends, and Globalization Paper	Week 15, Day 07
		Week 15 Assignment 02: Innovation in Libraries Presentation	Week 15, Day 01 During Live Session, the instructor will announce times and link
		Week 15 Evaluation Form	Week 15, Day 07

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How LIM500 Contributes to Student Achievement of MMLIS Program Learning Goals		
MMLIS Program Learning Goals	**Degree of Emphasis (1=Low, 2=Moderate, 3=High)**	**LIM500 Objectives that support this goal**
a. understand the ecology of libraries and information networks, their unique environments and how they are governed;	3	1,2,3,4,5,6,7
b. articulate and employ professional values and ethics in a variety of situations and circumstances;	2	4,5,6,7
c. apply and assess management strategies, practices and decisions.	2	4,5,6,7
d. develop and manage content, including negotiating with vendors and licensors, for targeted communities of users;	1	6
e. organize, retrieve and manage information for stakeholder benefit;	1	6,7
f. locate, synthesize and translate information to intelligence for various client groups;	1	6,7

g. develop, implement and assess programs and services for enhancing use of information and ideas;	1	6
h. understand the role of current and emerging technologies and infrastructure in organizational effectiveness and service delivery;	2	5,6
i. design, apply and interpret different research and evaluation methods to gain insight, assess impact and make appropriate decisions.	3	6,7
j. manage and lead diverse projects and teams, understanding communication and leadership behaviors that affect workplace performance and client satisfaction.	3	3,4,6
k. apply persuasion and influence through networking, collaboration, and relationship-building.	3	5,6,7
l. demonstrate a commitment to continued professional education and lifelong learning.	1	6,7